Indiana Department of Education
SUPPORTING STUDENT SUCCESS

CLASSROOM INNOVATION IN MATHEMATICS GRANT 2010-11

OVERVIEW

Purpose: From 2005 to 2009, state scores in mathematics were stagnant, rising only one percentage point over the four-year span. At the state level, IDOE is currently exploring new, innovative classroom strategies that will help to push mathematics in Indiana forward. One such strategy is the integration of digital curriculum and technology into traditional teaching methodologies.

The purpose of the program is to provide a select number of LEAs with the opportunity to use digital mathematics curricula, technology-based instruction, and interactive white boards in lieu of traditional textbooks. This grant provides an opportunity for LEAs to pilot digital curriculum which can be readily aligned to changes in standards and to determine its effectiveness with their student populations and within their contexts. Following the grant, LEAs will either continue the use of digital curriculum through their textbook rental program or discontinue use of the digital curriculum and seek an alternative for curricular materials. Digital curriculum would need to utilize innovative strategies for instruction and represent a significant break from the traditional textbook-oriented instruction and be approved by the IDOE, but it would not serve as a standalone, online course that replaces the classroom teacher. In order to evaluate the effectiveness of these strategies, awards will be limited to schools that propose plans for either: 6th Grade, 7th Grade, 8th Grade, and/or Algebra I. The results of this pilot program will be used to evaluate the effectiveness of digital curriculum and provide data for schools that may look at adopting digital mathematics curricula in the future.

This grant program is funded through the David C. Ford Fund.

Application: Please fill out each part completely. For assistance, you may contact Zach Foughty at zfoughty@doe.in.gov or Phone: (317) 233-5019

I. GENERAL INFORMATION

1. Corp #	2. Corp Name
3335	Mill Creek Community Schools

3. Corp Address (Street, City, State, Zip)	4. Telephone
6631 S CR 200 W, Clayton, IN 46118	317-539-9200

5. Contact Person's Name	6. Contact Person's Email Address
Marisa Donovan	mdonovan@mccsc.k12.in.us

7. Contact Person's Address (Street, City, State, Zip)	8. Contact Person's Telephone
Cascade Middle School, 6423 S CR 200 W, Clayton, IN 46118	317-539-9285 x 636

9. Superintendent's Name	10. Superintendent's Email Address
Dr. Patrick Spray	pspray@mccsc.k12.in.us

11. # of Schools Participating	12. # of Students Being Served	13. # of Teachers Participating
1 (only one MS in the district)	400	5

II. Project Abstract
Briefly describe the proposed project clearly and concisely using the space provided.

We at Cascade Middle School propose to alter our existing math curriculum to include the use of digital curriculum rather than adopt traditional textbooks. This curriculum will be delivered through the use of large screen projection and interactive handheld whiteboard technology. We have not seen the increase in student achievement that we have hoped to obtain through the traditional methods that our teachers have employed for years. Our teachers and students are ready for a change. We know that the prospect of engaging our 21st Century Learners and leading them to greater achievement will require a shift in our thinking about the way things are done. Our plan to "meet students where they are" will require that we adjust our methods to suit this digital age.

One way to motivate our digital learners is through the use of interactive whiteboards/Mobis. This type of technology engages students through visual impact, tools, and kinesthetic capabilities, addressing multiple learning styles. The digital curriculum that we hope to adopt lends itself to this type of teaching and learning. The research of Dr. Robert Marzano tells us that the use of such methods and technology increases student achievement with an effect size of .44, for a percentile gain of 17 points. Compared to other Comprehensive School Reform initiatives, which have an average effect size of only .15, for a percentile gain of 6 points, the increase and benefit to students is evident. (Marzano et al, 2009. Marzano Research Laboratory; Borman et al, 2003. Review of Educational Research) bonus for citing research! :)

Marzano goes on to say that there is a "sweet spot" at which student achievement is maximized. With an experienced teacher who has been using the technology for an extended period of time (e.g. two years), who uses it about 75% of the time, and who has had enough training to be confident in the use of technology, this effect size increases to .90, for a percentile gain of **32 points.** (Marzano 2009.) This astounding statistic is the crux of our proposal. Four of the five instructors we propose

to include in this program are master teachers. They are all experienced, with seventeen years being the fewest number of years in the classroom. They will be using the digital curriculum for a minimum of 80% of their instruction, and they will all receive training to gain the confidence needed to achieve a command of the technology and implement this technology with the curriculum. The only piece of this puzzle that we won't have at the outset is the "extended period of time." Once the technology is in our teachers' hands, they will continue to use it and develop their skills over this extended period of time. Our intent is to continue to utilize both the technological components and the curriculum long past this two-year timeframe (pending the success that we expect), so our students will ultimately benefit from teachers hitting "the sweet spot."

While the idea of switching over to a digital curriculum is a paradigm shift from the status quo that has existed within our math program, the teachers, administrators, and technology leaders at Cascade Middle School know that this is the correct path to be taken in order to provide the challenging, rigorous curriculum to prepare our students for higher success now and as they matriculate to the high school and beyond. It is with full support that we submit this proposal to better serve our digital learners' needs and allow both our students and teachers to reach their full potential, while engaged in cutting edge instruction.

Please complete <u>one</u> grant narrative for your LEA which includes all schools. Narratives should be double spaced, 12pt Times New Roman font, and not to exceed 10 pages.

III. GRANT NARRATIVE

Software Choice and Rationale: **Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.**

After extensive research and much discussion, we have selected Agile Mind as the provider for our digital content. It was selected because it meets and exceeds the key elements of the grant and offers an exciting pathway for us to bring constructive, research-based innovation to our mathematics instruction. It provides a significant break from our über- traditional textbook (Saxon) and we believe it will lead to the mathematical gains that we and the state are seeking.

Prior to beginning this grant process, we were steeped in the math textbook adoption process. We had been utilizing the highly regarded Charles A. Dana Center's textbook evaluation tools to guide our thinking and help us determine the greatest potential in the available materials. When we discovered that Agile Mind represents the most promising practices of the Dana Center, we were enthusiastic about evaluating their program. The Dana Center's authorship provides a strong research basis and will ensure that we are delivering the best opportunity for their children to succeed in mathematics and exit high school prepared for postsecondary pursuits. They are heavily published and studied, and their field work includes both research and application. Their work on state and national standards gives confidence the content will align to the rigorous requirements of college preparation and their understanding of pedagogy will help shape the way teachers approach the teaching of that content. After viewing the research of other potential suppliers of digital curriculum, we realized that Agile Mind is the most solid research base from which to build our digital curricular program.

Of course, being a research facility, the Dana Center compiles detailed empirical data demonstrating the effectiveness of their materials. In one example, data from Carver High School in Chicago showed remarkable gains. On a common Algebra I exam given this fall, students at Carver

averaged 61% correct responses. The responses represented 70% of the possible points on the most difficult part of the exam—questions where students had to describe and defend their responses—and 49% possible points on multiple choice questions. This constituted a significant increase in scores, up from an average of 36% in 2007-08 and 40% the previous year. Such dramatic results are both impressive and exciting as we seek to fast track our students toward the same success.

Agile Mind represents a systemic approach both through vertical alignment across grades and through the comprehensive supports designed to enhance teacher effectiveness. These supports include teacher professional development in both pedagogy and content, lesson planning and daily instructional support for teachers, engaging classroom presentation tools to deliver dynamic and concept rich lessons, closely aligned online formative assessments designed to inform instruction, and 24/7 student instructional support to provide reinforcement, practice, and enrichment. These supports, backed by the integrity of the Dana Center, were important in our decision.

As research has shown, the teacher is the most important variable in classroom instruction. Agile Mind recognizes this and is committed to support our teachers, not to supplant their central role in instruction. Of the five support elements described above, four are specific to enhancing teacher effectiveness and building our capacity to deliver high-quality mathematics instruction. Student-directed support is designed as after-instruction reinforcement, not independent study.

We believe the online system delivers engaging content and its vertical alignment brings common themes to life across grades. Key points of strength include:

- Engaging, interactive animations, puzzles and explorations present key standards-based concepts in a format that provides a significant break from the traditional textbook.
- Multiple representations help student develop deep understanding of standards and are beneficial to students with special needs or learning styles who require multiple and varied

illustrations in order to fully grasp a concept.

- A functions approach to teaching and learning Algebra
- Content knowledge is vigorously reinforced in each segment of the curriculum.
- Closely aligned, robust formative assessments, designed to serve the crucial concept and skill development goals of each topic, inform instruction, and support student learning
- Immediate electronic scoring and online reports offer teachers the ability to immediately identify gaps in student understanding and adjust and differentiate instruction. This, combined with the data we receive from the Acuity assessments will allow us to most effectively address all individual student needs.
- Agile Mind embeds high quality teacher lesson planning and pedagogical support. Day-by-day online professional development supporting effective practice, comprehensive online support demonstrating high-yield teaching strategies in a variety of teaching styles, targeted support for developing student academic vocabulary, and Dana Center authorship assure that the highest quality model lesson plans are in our teachers' hands.
- Professional development introduces high-yield practices for successfully integrating technology into classroom instruction and supporting students of varied backgrounds.
- Classroom presentation tools hone content knowledge while fostering student engagement.

In considering our student population, there were many factors to consider in determining which piece of software most closely matches their diverse needs. The interactivity and visual stimuli in this software provide superior engagement and cater to a variety of learning styles and learning needs. The ability of the teachers to differentiate the materials in so many ways will allow them to address the needs of all of our NCLB subgroups (e.g. race, gender, special education, ELL) as well as our high ability students, and all of the students in between. For those students whose mathematics achievement

is subpar, we will finally have the resources needed and continual formative data to more effectively close existing gaps and generate success.

In determining how Agile Mind software will suit the needs of our teachers, we considered their individual strengths and challenges. Although we are lucky that this group has considerable content knowledge and vast teaching experience, the resources available will allow continual improvement for all. Our teachers are comfortable with computers, but the use of interactive handheld devices and projectors are areas in which they will need to develop their skills. Despite the learning curve, all are excited about the prospect of moving into the digital age and are dedicated to the implementation and professional development necessary to become adept at delivering instruction in this new format. Our Technology Director has also agreed to play an integral role and will support our teachers' direct technology needs. Because the Agile Mind software has a familiar scope and sequence format that resembles a traditional textbook's organization, those teachers who are more comfortable in traditional methods are not as likely to be intimidated by this software as they may have been by others that we reviewed. Although the scope and sequence looks "familiar," the content is definitely different. It will allow those teachers who are ready to go full bore into all of the elements to do so very quickly while gently bringing along our teachers who may not feel as comfortable at the outset.

***Professional Development*: Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.**

Agile Mind is fully compatible with our proposed whiteboards. To employ effectively in the classroom teachers will need professional development with both whiteboards and Agile Mind.

Our teachers are unfamiliar with the use of the projectors (Mitsubishi model #XD221U) and Mobi Teacher next generation wireless tablets (eInstruction model #CB-A-84-00476-01-R) and the accompanying hardware/software for instructional delivery that we are proposing to purchase as part of this initiative. Teachers will need professional development to familiarize them with the equipment and

Technical

to give them the confidence they will need in order to be successful. Our CIM representative has agreed to come for training in July 2010 to prepare our teachers for their use.

The Agile Mind implementation program for educators integrates embedded instructional planning and support tools with face-to-face professional development. Institutes support the work of those involved with tools, protocols, and strategies to help develop and extend capacity to support teachers. The professional development program includes three Agile Mind Advisor Sessions for each participating campus to ensure teachers have the understanding of the services essential to student success.

Two day Agile Mind Professional Development Institutes introduce teachers to strategies that help them in the effective use of the Agile Mind resources for enhancing student outcomes. (The timeline for this professional development is being finalized by Agile Mind in conjunction with the Central Indiana Education Services Center.) Introductions to the function and use of the Agile Mind online resources enable teachers, with expert guidance, to incorporate alignment to state standards in their lesson planning, to select a usage models for implementation, to plan common lessons as the focus of implementation, and to agree on processes for analyzing student work. Our teachers and administrators have committed to total implementation of the digital curriculum and understand the obligation to participate in this Institute this summer. Teachers have verbally committed to building and district level administration to fulfill this responsibility collectively. They fully understand their role in the implementation process.

Administration also recognizes their role in coaching and supervision of the implementation to ensure accountability for all involved. Another element of this responsibility is to assess the effectiveness of the professional development provided. This will be accomplished through multiple observations and through the use of Survey Monkey to obtain qualitative teacher data. This data will be

utilized to determine future professional development needs. Such surveys will be performed in December 2010 and May 2011. Weekly face-to-face interactions and discussions will be held within the math team and with administration to troubleshoot and create action plans for solving any issues with implementation that arise.

The July 2010 professional development addressed during this Institute will be centered on the following key elements that are essential for practitioner readiness to ensure appropriate implementation on day one of school in August 2010:

- Strengthen content knowledge
- Eliminate the gap between current instructional practices and the digital model
- Focus on proven, researched practices in teaching that align standards, assessment, and instructional resources
- Enable educators of varying backgrounds to explore, plan, and experience the power of real-time reporting to inform their own instruction

Teacher needs for content knowledge will be addressed during the summer Institute by modeling high yield strategies and instruction planning by experts, designed to orient teachers to the use of resources to effectively manage course instruction, assessment, and benchmarking of progress.

Continued professional development will take place through Advisor Sessions provided by Agile Mind during the school year, to be held in September, November, and February. These will be tailored to address the greatest needs of participating teachers at our school. Formal Advisor Sessions include pre-session analyses of school data, and, when appropriate, conducting of phone interviews with district or school staff. Advisors will then spend a half day working with teachers to develop implementation skills. Advisors will also be available by phone and email for ongoing support.

Agile Mind Advisor preparation work consists of:

- Planning with the School/Projector Director to customize the visit activity based on the needs of the teachers at the school
- Interacting with the administrators to address their needs and concerns
- Utilizing online reports to analyze needs of students and teachers
- Preparing an updated status report outlining the current state of the site implementation

Carefully integrated activities support the goals of implementation:

- Reviewing of student data with the teacher and examining student work
- Helping teachers implement strategies they learned during initial seminars
- Co-planning and co-teaching of learning experiences for students for teachers to enhance their classroom practices
- Working 1:1 with teachers in need
- Working with specific content teachers (i.e. Algebra I) to meet individual needs

We may also choose to ask the advisors to assist us in planning for the following year to provide a continuum of services to ensure a successful on-going and increasingly strategic implementation of the services to maximize student success.

Our Algebra 1 teacher will need instruction on the use of Acuity Algebra. We have spoken with our representative, Jerry McCanna, and are building a component into the grant to provide for one day of training for this teacher to receive this professional development. This will take place the last week of August.

***Implementation Plan – Digital Content*: Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines.**

As stated earlier, teachers and administrators are fully aware of the parameters of the grant that specify that a minimum of 80% of all instruction will be delivered via the digital curriculum. Our teachers were already planning to adopt new textbooks and were already fully committed to

implementing a new curriculum. We anticipate that even more than 80% of their instruction will be done digitally, but will ensure that the minimum is met through a variety of means. The monitoring of the fidelity of implementation will be accomplished in two key ways: classroom visitations and monthly activity report monitoring.

The building principal and the Intervention and Assessment Coordinator will observe each Agile Mind teacher a minimum of twice per month to evaluate the success of implementation and provide coaching. (We do not have a district Math Coordinator.) Agile Mind professional development for school and district leaders includes specific instruction on what to look for and a checklist of observable traits indicative of productive, stage-appropriate implementation. These observations will be formalized into a monthly review that informs all teachers, administrators, and our Agile Mind Advisor of potential professional development needs.

Our school superintendent is also very interested in the prospect of using digital curriculum. He has committed to observing these classrooms at least once per nine weeks in hopes of seeing both its effectiveness and implications for the entire district (e.g. high school and two elementaries).

We are currently manipulating our master schedule in an attempt to create a common planning period for all of the teachers involved in this project for support and collaboration purposes. As a small school with limited flexibility due to shared staff with the high school and few slots to place students at any given time, we are finding this difficult but will continue to work in an attempt to make this happen. In addition to this, administrators will continually consult with teachers, both formally and informally, to determine what additional support is needed and to address their concerns. outside of day?

In order to create accessibility for our students to have a complete instructional period in the computer lab per week, we will utilize the laptops requested in this grant. If these machines are acquired, we can easily accommodate this stipulation in the grant parameters. Sixth grade will be

blocked into the lab on Tuesday, seventh grade on Wednesday, and eighth grade on Thursday. Without these additional machines, the dedication of an entire lab for this purpose will be impossible, based on our current inventory of student computers. While our math students would have *some* access to the lab, we would be unable to devote the required one-class-period per week without the additional computers.

Implementation Plan – Interactive Whiteboards: **Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.**

We propose the purchase and use of five (5) projectors (Mitsubishi model #XD221U) and five (5) Mobi Teacher Next Generation Wireless Tablets (eInstruction model #CB-A-84-00476-01-R) and the accompanying hardware/software for instructional delivery of the digital curriculum. Cascade Middle School only possesses three Mobis at this point. They are strictly designated for use in the social studies classrooms as they were part of the last textbook adoption for that subject area. This will prevent us from realigning our current Mobi inventory to our math classrooms. As a result, the acquisition of additional devices is vital for the delivery of the Agile Mind digital curriculum and overall implementation of this initiative. We have found the Mobis to be less expensive than the traditional whiteboards and equally as effective. Our request is that Mobis identical to those already in our building be purchased for the math classrooms to strengthen the level of support and collaboration teachers may offer to each other. Although tech support from the provider is readily available, we feel that our own tech directors' familiarity with the proposed technology and having our Mobi-experienced social studies teachers available for *immediate* troubleshooting will provide for greater success and less frustration during the early weeks of implementation. The total amount requested is equal to $17,500 ($3,500 per teacher) and is detailed below in the budget summary section of this application. Because we have an established relationship with CIM Technologies as a provider to our district already, they were able to offer us a

more cost-effective plan than the other quotes we received and allow us to remain in accordance with the grant parameters.

Implementation Plan – Online Assessments: **Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.**

Cascade Middle School's current inventory of student computers is sufficient to facilitate student ECA and Acuity Assessments, as we have managed to successfully administer these assessments electronically in previous years through a class rotation system. Such a system is already in place and can easily be utilized in future years. All student computers are "off limits" to the rest of the general population and teaching staff during these assessments. However, we have numerous concerns regarding our inability to facilitate ISTEP+ testing as these assessments require a much larger percentage of our student population testing simultaneously. Additionally, the assessment piece of the Agile Mind software would require our students to have access to individual machines with more regularity. As a result, Cascade Middle School is requesting funding within this grant to accommodate the purchase of thirty-five (35) Dell Latitude 2100 computers for a grand total of $22,338.05. These computers will also need a cart to be safely stored and additional hardware for use. The details for the cart requested are provided in the budget summary section of this application.

As previously stated, Cascade Middle School students are accustomed to taking on-line assessments from their prior experiences with Acuity and ECA Assessments. The administration is committed to ensure that teachers and students are trained in the particulars of taking the ISTEP+ assessments electronically as stipulated in the guidelines of this grant. Regular future use of Acuity assessments, Acuity Instructional Resources, and Agile Mind's formative assessments will also prepare students for success in an online environment.

IV. BUDGET

See program overview for allowable costs. List each expenditure on a separate line.

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Digital curriculum subscriptions (list vendor) **- Agile Mind**	Mr. Eric Sieferman, Cascade Middle School Principal	$30/student	400	$12,000.00
Professional development reimbursements **- Summer Teacher Training**	Mrs. Marisa Donovan, Corporation Intervention and Assessment Coordinator	$300/teacher	5	$1,500.00
Interactive whiteboard (list make and model number) **- Mitsubishi (XD221U): Projector** **- Da-Lite 40194: Screen** **- Da-Lite 40932: Wall Bracket** **- eInstruction (CB-A-84-00476-01-R): Mobi Teacher** **- eInstruction (Mobi Learner): Mobi Learner** **- Chief (CMS-440): Projector Ceiling Mount Kit** **- Chief (RPAXXX): Mounting Kit** **- Chief (CMA-018): Fixed Extension Column** **- Extron (42-092-50): Audio Cables** **- Extron (60-779-11): Wall Plate for A/V** **- CIM (Misc): Miscellaneous Hardware** **- CIM: Installation of Projectors** **- CIM (Audio System): Amplifier** **- CIM: Installation of Audio System**	Mrs. Sally Pickering, Corporation Technology Director	$656.00 $126.00 $18.00 $378.00 $330.00 $104.00 $164.00 $31.00 $273.00 $60.00 $85.00 $750.00 $375.00 $150.00	5 5 5 5 5 5 5 5 5 5 5 5 5 5	$3,280.00 $630.00 $90.00 $1,890.00 $1,650.00 $520.00 $820.00 $155.00 $1,365.00 $300.00 $425.00 $3750.00 $1875.00 $750.00
Acuity Algebra set-up fee **- Acuity Algebra Professional Development**	Mrs. Marisa Donovan, Corporation Intervention and Assessment Coordinator	$2,500	1	$2,500.00

Cost for Acuity Algebra administration (per student)	Mr. Eric Sieferman, Cascade Middle School Principal	$2.30/student	30	$69.00
Costs related to online assessment	N/A	N/A	N/A	N/A
Additional Lab Set-Up **- Dell Latitude 2100** **- Mini Laptop Security Cart** **- Wireless Access Points**	Mrs. Sally Pickering, Corporation Technology Director	$638.23 $1,440.00 $800.00	35 1 1	$22,338.05 $1,440.00 $800.00
			Total Funds Requested	**$58,147.05**

LOCAL SHARE*

***This is not a requirement for the grant, but it will help us to determine the additional resources need at the local level.**

Due to current local, state, and Federal public education funding and budget constraints, the School Board and Superintendent of the Mill Creek Community School Corporation have directed us to operate within the budgetary limitations of the grant. No additional local dollars are available for this initiative.

V. ASSURANCES

By checking each box below, you agree to the following assurances:

- ☑ The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).
- ☑ The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).
- ☑ The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.
- ☑ The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.
- ☑ The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.
- ☑ The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.
- ☑ The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.
- ☑ The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.
- ☑ The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.
- ☑ The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.
- ☑ The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.
- ☑ The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: **Grade Levels:**

	NAME	POSITION	Signature
1.	Patrick Spray	Superintendent	
2.	N/A	District Math Coordinator	
3.	MARISA DONOVAN	District Assessment Coordinator	
4.	ERIC Sieferman	Principal	
5.	N/A	Math Department Chair	